

QCE, ATAR and Reasonable Adjustments Information Session

The New Senior Curriculum

20th March 2019



TULLY STATE HIGH SCHOOL
Senior Schooling



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Achieving a QCE

The New Senior Curriculum

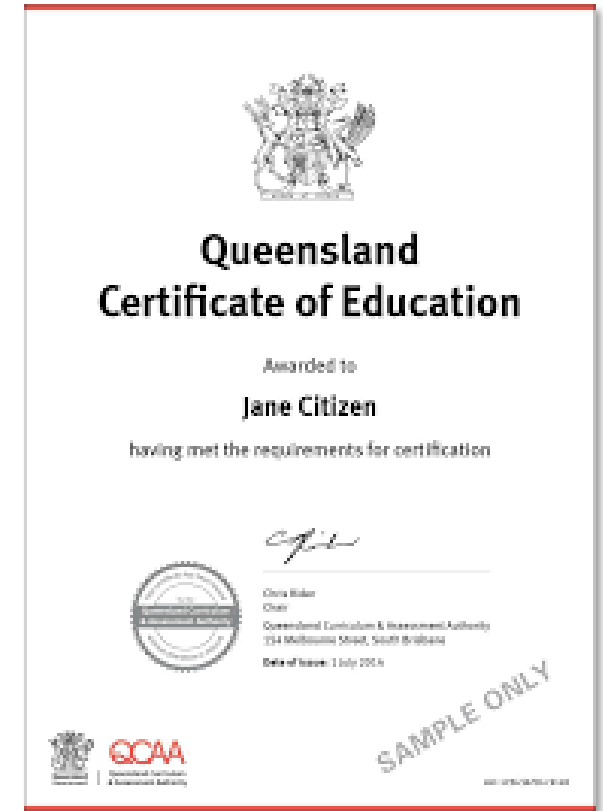


TULLY STATE HIGH SCHOOL
Senior Schooling



What is a Queensland Certificate of Education (QCE)

- Is awarded by the Queensland Curriculum & Assessment Authority (QCAA)
- Queensland's senior schooling qualification
- Internationally recognised
- Awarded when a student meets a set criteria
- Shows employers and training providers that you have worked consistently at a high standard over the years of senior at High School
- May require further training after school



Achieving a QCE

- The requirements to achieve a QCE have not changed
- The requirements can be summed up in 3 rules when reviewing a students folio over Year 11 and Year 12
 1. Must pass a semester of a Maths and an English
 2. Must remain in 3 subjects for 4 full semesters and pass at the completion
 3. Accrue 20 credits of academic learning.

The QCE Handbook

- There is a new QCE Handbook that has been released by the QCAA
- This handbook details some small changes to the assessment processes particularly in the sections of:
 - a. VET and duplication of learning
 - b. Access Arrangements and Reasonable Adjustments (AARAs) &
 - c. Academic integrity of student evidence
- A condensed version of the handbook is available on the schools website



Calculating QCE credits

- In the old system of calculating a QCE, credits are assigned based on the exit result of the student at the completion of the course (eg. the final semester of study)
- In the new system, credits are assigned for the individual semesters being completed to a satisfactory standard
 - Also Semesters 3&4, in Year 12, are linked and the exit result of the student from the subject is used for both semesters (*however, this result will include the externally set and marked assessment*)

Calculating Credits in the Old System

Subject	Sem of Senior				Exit LOA	Category of Learning	Credits
	1	2	3	4*			
English	C	C	B	B	High	Core	4
Maths A	D	C	C	B	High	Core	4
Visual Art	C	C	C	B	High	Core	4
Health	C	D	C	C	Sound	Core	4
Biology	C	C	B	B	High	Core	4
Modern His	C	C	C	B	High	Core	4
TOTAL CREDITS							24

* Results reported to the QCAA

Example of Calculating Credits in the New System

Subject	Sem of Senior			Exit LOA	Category of Learning	Credits
	1*	2*	3 & 4*			
English	S	S	B	High	Core	4
General Maths	U	S	B	High	Core	3
Visual Art	S	S	B	High	Core	4
Health	S	U	C	Sound	Core	3
Biology	S	S	B	High	Core	4
Modern His	S	S	B	High	Core	4
<i>TOTAL CREDITS</i>						<i>22</i>

* Results reported to the QCAA

Comparing the Old and New Systems on *Student A*

Subject	Sem of Senior				Exit LOA	Category of Learning	Credits
	1	2	3	4*			
English	C	C	B	B	High	Core	4
Maths A	D	C	C	B	High	Core	4
Visual Art	C	C	C	B	High	Core	4
Health	C	D	C	C	Sound	Core	4
Biology	C	C	B	B	High	Core	4
Modern His	C	C	C	B	High	Core	4
TOTAL CREDITS							24

Subject	Sem of Senior			Exit LOA	Category of Learning	Credits
	1*	2*	3 & 4*			
English	S	S	B	High	Core	4
General Maths	U	S	B	High	Core	3
Visual Art	S	S	B	High	Core	4
Health	S	U	C	Sound	Core	3
Biology	S	S	B	High	Core	4
Modern His	S	S	B	High	Core	4
TOTAL CREDITS						22

Comparing the Old and New Systems on *Student B*

Subject	Sem of Senior				Exit LOA	Category of Learning	Credits
	1	2	3	4*			
English Com	C	D	C	C	Sound	Core	4
Prevoc Maths	D	C	B	C	Sound	Core	4
Recreation	D	C	C	C	Sound	Core	4
Hospitality	C	C	C	C	Sound	Core	4
Aquatics	D	D	C	C	Sound	Core	4
Engineering	C	C	C	B	High	Core	4
TOTAL CREDITS							24

Subject	Sem of Senior			Exit LOA	Category of Learning	Credits
	1*	2*	3 & 4*			
English Essent	S	U	C	Sound	Core	3
Maths Essent	U	S	C	Sound	Core	3
Sport & Rec	U	S	C	Sound	Core	3
Hosp Studies	S	S	C	Sound	Core	4
Aquatics	U	U	C	Sound	Core	2
Engineering	S	S	B	High	Core	4
TOTAL CREDITS						19

Comparing the Old and New Systems on *Student C*

Subject	Sem of Senior				Exit LOA	Category of Learning	Credits
	1	2	3	4*			
English Com	C	D	D	C	Sound	Core	4
Prevoc Maths	D	C	B	C	Sound	Core	4
Engineering	C	B	C	D	Low	Not Core	0
Recreation	D	C	C	C	Sound	Core	4
Cert II Com Rec	100% comps achieved					Core	4
Cert II Tourism	100% comps achieved					Core	4
TOTAL CREDITS							20

Subject	Sem of Senior			Exit LOA	Category of Learning	Credits
	1*	2*	3 & 4*			
English Essent	S	U	C	Sound	Core	3
Maths Essent	U	S	C	Sound	Core	3
Engineering	S	S	D	Low	Not Core	2
Recreation	U	S	C	Sound	Core	3
Cert II Com Rec	100% comps achieved				Core	4
Cert II Tourism	100% comps achieved				Core	4
TOTAL CREDITS						19

* Results reported to the QCAA

Comparing the Old and New Systems on *Student D*

Subject	Sem of Senior				Exit LOA	Category of Learning	Credits
	1	2	3	4*			
English	D				Low	Not Core	0
English Com		C	C	C	Sound	Not Core	3
Maths A	D	C	D	C	Sound	Core	4
Biology	C	D	C	D	Low	Not Core	0
Vis Art in Prac	C	D	C	C	Sound	Core	4
Ag Science	C	B	C	B	High	Core	4
Cert II Bus	100% comp achieved					Core	4
TOTAL CREDITS							19 [#]

Subject	Sem of Senior			Exit LOA	Category of Learning	Credits
	1*	2*	3 & 4*			
English	U			Low	Not Core	0
English Com		S	C	Sound	Not Core	3
Maths A	U	S	C	Sound	Core	3
Biology	S	U	D	Low	Not Core	1
Vis Art in Prac	S	U	C	Sound	Core	3
Ag Science	S	S	B	High	Core	4
Cert II Bus	100% comp achieved				Core	4
TOTAL CREDITS						18

* Results reported to the QCAA

So what does this all mean for accruing Credits?

- When you are enrolled in the new system as a Year 11 student you are:
 - Studying 6 subjects for 4 semesters, therefore you are working for 24 credits
 - If you fail a semester of a subject in Year 11, you will lose 1 credit
 - If you fail the combined semesters of a subject of Year 12, you will lose 2 credits
- This is no longer a process of accruing credits, rather it is a process of losing credits
 - If you lose 4 credits in Year 11 you are in serious jeopardy of finishing Senior
 - If you lose 5 or more credits in Year 11, you will ultimately be looking to start Senior again to achieve your QCE

Achieving an ATAR

The New Senior Curriculum



TULLY STATE HIGH SCHOOL
Senior Schooling



What is an Australian Tertiary Admission Rank (ATAR)

- An Australian Tertiary Admission Rank (ATAR) allows tertiary admissions centres to compare students from across Australia when they apply for tertiary places.
- Students that are applying for placements in Queensland Universities will utilise the Queensland Tertiary Admission Centre (QTAC)
- From 2020, the Australian Tertiary Admission Rank (ATAR) will replace the Overall Position (OP) as the standard pathway to tertiary study for Year 12 students in Queensland

What is the difference between an ATAR and an OP

- An ATAR is a number between 0 and 99.95, in increments of 0.05. that a secondary student receives at the completion of Year 12
- ATARs below 30 are not reported.
- The ATAR is a finer grained rank order of students than the OP.
- The ATAR is commonly used in other states and territories.

How is an ATAR calculated

QTAC will calculate ATARs based on either:

- a student's best 5 General subject results, or
- a student's best results in a combination of 4 General subject results, plus 1 Applied subject result or completed VET qualification at Australian Qualifications Framework (AQF) Certificate III level or above.

If a student is eligible for an ATAR in both categories, QTAC will use their highest ATAR.

English as a requirement for ATAR eligibility

To be eligible for an ATAR, students must satisfactorily complete a QCAA English subject. While students must meet this standard to be eligible to receive an ATAR, it won't be mandatory for a student's English result to be included in the calculation of their ATAR.

Comparability of the OP to ATAR

OP Score	ATAR Rank
1	99
2	97
3	96
4	94
5	92
6	89
7	87
8	84
9	82
10	79
11	77
12	75
13	72

OP Score	ATAR Rank
14	70
15	68
16	66
17	65
18	64
19	63
20	62
21	61
22	60
23	59
24	58
25	57

Ensuring prerequisites are met for university entrance

YOUR GUIDE TO CHOOSING SENIOR SUBJECTS

QTAC

QTAC.EDU.AU 2019

TERTIARY PREREQUISITES

PLAN YOUR FUTURE

GET INTO THE COURSE YOU WANT!

EASY AS:

- + BROWSE TERTIARY COURSES
- + FIND OUT ABOUT PREREQUISITES
- + CHOOSE YOUR SENIOR SUBJECTS

ALSO FIND OUT ABOUT:

- + OTHER ENTRY REQUIREMENTS
- + ASSISTANCE SCHEMES
- + BONUSES

MAKE THIS YOUR YEAR
WORK TOWARDS YOUR DREAMS!

AND MUCH MORE!

QTAC

f t i y b #THISISMYEAR

The University of Queensland (continued)
Education (continued)

Course title, majors, specialisations and notes	Location	Course duration (in years) and mode	Entry requirements	Fields used for selection within OP	
			P = Prerequisites A = Assumed knowledge R = Recommended study	Primary	Secondary
B Music (Honours)/B Education Majors: Music learning.	St Lucia	5F	P: English (4,SA); Maths A, B or C (4,SA); audition/interview; a pass in a test of practical ability and musicianship skills	Not applicable	
B Science/B Education (Secondary) Majors: Refer to B Science. Note: The program can be studied part-time, but the final year must be commenced in semester 1 and taken full-time.	St Lucia	4F or 6P & 1F	P: English (4,SA); Maths B (4,SA); one of Chemistry or Physics (4,SA)	B & C	B or C
Engineering and technology					
B Engineering (Honours) Majors: Chemical; chemical and biological; chemical and environmental; chemical and materials; chemical and metallurgical; civil; civil and environmental; civil and geotechnical; electrical; electrical and biomedical; electrical and computer; mechanical; mechanical and aerospace; mechanical and materials; mechatronic; mining; mining and geotechnical; software.	St Lucia	4F or 8P	P: English (4,SA); Maths B (4,SA); one of Chemistry or Physics (4,SA) R: Maths C; Chemistry; Physics	D	B
B Engineering (Honours)/B Arts Majors: Refer to B Engineering (Hons) (single majors only) and B Arts.	St Lucia	5½F or 11P	P: English (4,SA); Maths B (4,SA); one of Chemistry or Physics (4,SA) R: Maths C; Chemistry; Physics	D	B
B Engineering (Honours)/B Biotechnology (Honours) Majors: Engineering: chemical engineering. Biotechnology: process technology.	St Lucia	5½F or 11P	P: English (4,SA); Maths B (4,SA); one of Chemistry or Physics (4,SA) R: Maths C; Chemistry; Physics	D	B
B Engineering (Honours)/B Business Management Majors: Refer to B Engineering (Hons) (single majors only) and B Business Management.	St Lucia	5½F or 11P	P: English (4,SA); Maths B (4,SA); one of Chemistry or Physics (4,SA) R: Maths C; Chemistry; Physics	D	B
B Engineering (Honours)/B Commerce Majors: Refer to B Engineering (Hons) (single majors only) and B Commerce.	St Lucia	5½F or 11P	P: English (4,SA); Maths B (4,SA); one of Chemistry or Physics (4,SA) R: Maths C; Chemistry; Physics	D	B
B Engineering (Honours)/B Economics Majors: Refer to B Engineering (Hons) (single majors only) and B Economics.	St Lucia	5½F or 11P	P: English (4,SA); Maths B (4,SA); one of Chemistry or Physics (4,SA) R: Maths C; Chemistry; Physics	D	B
B Engineering (Honours)/B Information Technology Majors: Refer to B Engineering (Hons) and B Information Technology. (Restrictions apply to choice of major.)	St Lucia	5½F or 11P	P: English (4,SA); Maths B (4,SA); one of Chemistry or Physics (4,SA) R: Maths C; Chemistry; Physics	D	B
B Engineering (Honours)/B Mathematics Majors: Refer to B Engineering (Hons) and B Mathematics.	St Lucia	5F or 10P	P: English (4,SA); Maths B (4,SA); one of Chemistry or Physics (4,SA) R: Maths C; Chemistry; Physics	D	B
B Engineering (Honours)/B Science Majors: Refer to B Engineering (Hons) and B Science.	St Lucia	5F or 10P	P: English (4,SA); Maths B (4,SA); one of Chemistry or Physics (4,SA) R: Maths C; Chemistry; Physics	D	B
Health and recreation					
Doctor of Medicine (MD) (Provisional Entry for School-Leavers) Note: After completion of the first degree, students are located at St Lucia in years 1 and 2 and at clinical schools in years 3 and 4 of the program. Rural Background Students (RBS): within the total number of MD places, 25% are designated to students from a rural background who, since beginning primary school, have lived for at least five years in a rural Australian area, as determined by the Australian Standard Geographical Classification - Remoteness Area system. For more information, visit uq.edu.au/study/admissions .	St Lucia/Clinical Schools	7F	P: English (4,SA). An OP 1 or equivalent is required. Applicants must also take the Undergraduate Medicine and Health Sciences Admission Test (UMAT) during Year 12. Provisional MD entry is only available to domestic applicants completing Year 12 in their year of application. Successful applicants must enrol in a bachelor's degree at UQ (subject to meeting prerequisites) and on completion of this first degree with a satisfactory GPA can progress to the MD program	Not applicable	

What ATAR is needed for a course at university?

UNIVERSITY OF THE SUNSHINE COAST

Bachelor of Biomedical Science

QTAC Code and Location	Duration	Lowest OP/Rank offered semester 1 2018		Start Month	Offer Round
		Unadjusted	Adjusted		
013051 Sunshine Coast	3F or 6P	21/58	15/64	Feb 2019 Jul 2019	16 Jan 2019 6 Jun 2019

Program outline: Students learn how the human body works and what happens when diseases, infections and clinical disorders occur. First-year studies include cell biology, chemistry, science research methods, human anatomy and physiology. Advanced courses include physiology, pathophysiology, biochemistry, microbiology, molecular biology, immunology and pharmacology. Students undertake placements in hospitals, clinical trial centres, pharmaceutical companies, and medical research institutes. The program prepares graduates for entry into postgraduate medical courses. **Other requirements:** The Inherent Academic Requirements of a program are those fundamental skills, capabilities and knowledge that students must be able to demonstrate in order to achieve the essential learning outcomes of the program, while maintaining the academic integrity of that program. For information, visit Inherent Academic Requirements on the USC website.

Career opportunities: Biomedical researcher, clinical technician (cardiac, sleep, respiratory diagnostics), clinical trials manager, medical practitioner, microbiologist.

Bachelor of Biomedical Science (Accelerated)

QTAC Code and Location	Duration	Lowest OP/Rank offered semester 1 2018		Start Month	Offer Round
		Unadjusted	Adjusted		
013221 Sunshine Coast	2F	5/91	4/93	Feb 2019	16 Jan 2019

Prerequisites: Applicants must be outstanding 2018 Year 12 students or returning from a gap year.

Program outline: Students learn how the human body works and what happens when diseases, infections and clinical disorders occur. First-year studies include cell biology, chemistry, science research methods, human anatomy and physiology. Advanced level courses include physiology, pathophysiology, biochemistry, microbiology, molecular biology, immunology and pharmacology. Students undertake work placements in areas such as clinical investigation units in hospitals, clinical trial centres, IVF clinics, pharmaceutical companies and medical research institutes. **Note:** Subjects are offered in four teaching periods each year, allowing students to complete the program in two years. **Other requirements:** The Inherent Academic Requirements of a program are those fundamental skills, capabilities and knowledge that students must be able to demonstrate in order to achieve the essential learning outcomes of the program, while maintaining the academic integrity of that program. For information, visit Inherent Academic Requirements on the USC website.

Career opportunities: Biomedical researcher, clinical technician (cardiac, sleep, respiratory diagnostics), clinical trials manager, medical practitioner, microbiologist.

Bachelor of Medical Science (Griffith MD Provisional Entry for School-Leavers)

QTAC Code and Location	Duration	Lowest OP/Rank offered semester 1 2018		Start Month	Offer Round
		Unadjusted	Adjusted		
013231 Sunshine Coast	3F	1/99	1/99	Feb 2019	16 Jan 2019

Prerequisites: English (4,5A). This program is for 2018 Year 12 applicants or applicants who completed Year 12 no more than three years prior to application and who have not previously attempted tertiary study at diploma level or higher. **Closing date:** Applications for this program close 28 December 2018. After this date, no new applicants can apply, but existing applicants can re-order this preference. Applications lodged after 7 December 2018 may not be considered in time for the January offer round.

Program outline: This highly competitive program provides high-achieving secondary school leavers with a direct pathway to graduate studies in medicine. Students learn about the human body and the impacts of diseases, infections and clinical disorders. They also build knowledge in public health and clinical practice. Students who achieve a program GPA of at least 5.0 and a pass grade in the course Human Skills for Medicine will be offered direct entry into Griffith University's Doctor of Medicine at the Sunshine Coast University Hospital (subject to AMC accreditation). This program also provides a strong foundation for further research. **Other requirements:** Before undertaking a clinical placement, students must provide evidence of hepatitis B immunisation, undergo a criminal history check and obtain a Blue Card; refer to institution. The Inherent Academic Requirements of a program are those fundamental skills, capabilities and knowledge that students must be able to demonstrate in order to achieve the essential learning outcomes of the program, while maintaining the academic integrity of that program. For information, visit Inherent Academic Requirements on the USC website.

Career opportunities: Medical practitioner (primary care and rural medicine), clinical practitioner, healthcare administrator, medical scientist, medical educator.

Bachelor of Midwifery

QTAC Code and Location	Duration	Lowest OP/Rank offered semester 1 2018		Start Month	Offer Round
		Unadjusted	Adjusted		
013471 Sunshine Coast	3F or 6P	8/84	7/85	Feb 2019	16 Jan 2019

Additional entry information: This program has higher English language proficiency requirements than most programs offered by the University. Refer to the English language requirements on the USC website. **Closing date:** Applications close 31 October 2018.

Program outline: Students gain a formal qualification in midwifery. Graduates are prepared to meet the Nursing and Midwifery Board of Australia Competency Standards for the Registered Midwife. Students complete work integrated learning throughout their program to gain practical experience and engage with women in the community to gain an understanding of the childbearing journey. Clinical experiences are supervised and many include placement in clinics, community settings, maternity services and independent midwifery practices. **Note:** Not available to international students. **Other requirements:** Before undertaking clinical placement, students must obtain and maintain a current first aid and CPR certificate, provide evidence of hepatitis B immunisation, undergo a criminal history check and obtain a Blue Card; refer to institution. The Inherent Academic Requirements of a program are those fundamental skills, capabilities and knowledge that students must be able to demonstrate in order to achieve the essential learning outcomes of the program, while maintaining the academic integrity of that program. For information, visit Inherent Academic Requirements on the USC website.

Career opportunities: Registered midwife in hospital or community settings, metropolitan, rural and remote locations or private practice.

Bachelor of Nursing Science

QTAC Code and Location	Duration	Lowest OP/Rank offered semester 1 2018		Start Month	Offer Round
		Unadjusted	Adjusted		
013401 Sunshine Coast	3F or 6P	13/71	11/76	Feb 2019 Jul 2019	16 Jan 2019 6 Jun 2019
018601 Caboolture	3F or 6P	16/64	14/68	Feb 2019 Jul 2019	16 Jan 2019 6 Jun 2019
019101 Fraser Coast	3F or 6P	18/61	16/64	Feb 2019 Jul 2019	16 Jan 2019 6 Jun 2019
013501 Gympie	3F or 6P	16/64	15/66	Feb 2019 Jul 2019	16 Jan 2019 6 Jun 2019

Additional entry information: Applicants from a non-English speaking background must attain an IELTS score of at least 7.0 including at least 3.5 in each subtest.

Program outline: The program is designed to develop scientific knowledge in bioscience, anatomy and physiology, mental health, drug therapy and research. Clinical placements are supervised by experienced clinicians in a variety of hospitals, aged care facilities, health agencies and community settings. Graduates achieve the Nursing and Midwifery Board of Australia Standards for Registered Nurses. **Note:** The minimum three-year duration is extended for students commencing in semester 2 due to the requirement to complete a final eight-week internship.

Other requirements: Before undertaking a clinical placement, students must obtain and maintain a current first aid and CPR certificate, provide evidence of hepatitis B immunisation, undergo a criminal history check and obtain a Blue Card; refer to institution. The Inherent Academic Requirements of a program are those fundamental skills, capabilities and knowledge that students must be able to demonstrate in order to achieve the essential learning outcomes of the program, while maintaining the academic integrity of that program. For information, visit Inherent Academic Requirements on the USC website.

Career opportunities: Nurse in acute care, armed forces, community, rural, mental health, Indigenous health, aged care or industry settings.

Bachelor of Nutrition

QTAC Code and Location	Duration	Lowest OP/Rank offered semester 1 2018		Start Month	Offer Round
		Unadjusted	Adjusted		
013351 Sunshine Coast	3F or 6P	14/68	14/68	Feb 2019 Jul 2019	16 Jan 2019 6 Jun 2019

Program outline: Students explore the effects of diet on the body, the role of nutrition in growth and development and the impact of food choices on health. Studies integrate courses in biochemistry and physiology with food science, human nutrition, and social, cultural and behavioural issues in food and nutrition. Advanced courses include public health and community nutrition. Additional graduate study enables professional specialisation in areas such as dietetics, health promotion, public health, or exercise and sports science. **Other requirements:** The Inherent Academic Requirements of a program are those fundamental skills, capabilities and knowledge that students must be able to demonstrate in order to achieve the essential learning outcomes of the program, while maintaining the academic integrity of that program. For information, visit Inherent Academic Requirements on the USC website.

Career opportunities: Food scientist/technologist, health science officer, nutritionist/nutrition educator, public health officer/practitioner.



Reasonable Adjustments to Assessment

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Access arrangements and reasonable adjustments (AARA)

- Access arrangements are actions taken by the school so that a student with an eligible impairment that may not be covered by the definition of disability can access assessment.
- Reasonable adjustments are actions taken by the school so that an eligible student with impairment can be assessed.
- Ultimately the new rules and guidelines around AARA's is to increase the academic rigour of student submissions and ensure students across the state are being assessed fairly

Access arrangements and reasonable adjustments (AARA)

- Schools make decisions about AARA for Year 11. They ensure that the AARA implemented for an eligible student for assessment in Year 11 are aligned to those that are available for summative assessment in Year 12.
- The provision of AARA's for assessment in Year 11 by a school is not a guarantee that students will be provided the same access or the same adjustments for assessment in Year 12.

Ineligibility of AARAs

Students will not eligible for AARA on the following grounds in the new system:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- matters that the student could have avoided
- matters that the school could have avoided
- matters of the student's or parent's/carer's own choosing (e.g. family holidays)

Adjustments of Assessment

The adjustment/s should not prevent the student from demonstrating the objectives of the assessment.

The decisions may involve an adjustment to:

- how the instrument is presented to the student
- how the student responds to the assessment
- the time allowed
- the scheduling

Reporting of Adjustments

- The Deputy Principal – Senior School needs to be informed ASAP of any possible adjustments or situations that could impact a student completing assessment on the designated date
- Parents/ carers need to be involved in the conversation process of approving an adjustment to a students assessment

Illness and Misadventure

- When a student's ability to attend or complete an assessment is adversely affected by illness or an unexpected event, they may be eligible for provisions for illness and misadventure.
- Illness and misadventure can affect a single student or a group of students.
- There are however, new principles that need to be adhered to as the rigour of assessment submission has increased.

Illness and Misadventure

The following principles must apply:

- The illness or event is unforeseen and beyond the student's control.
- An adverse effect must be demonstrated.
- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.
- Schools implement an adjustment when possible, before considering an application for illness and misadventure.
- An illness and misadventure application cannot be made for the same condition or circumstances for which an approved adjustment have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment.

Supporting Documentation

To make an informed decision about an illness and misadventure application, the QCAA requires a report that includes the following details:

- the illness, condition or event (*including details of a diagnosis, where applicable*)
- date of diagnosis, onset or occurrence
- symptoms, treatment or course of action related to the condition or event
- explanation of the probable effect of the illness, condition or event on the student's participation in the assessment
- for non-medical claims, written evidence from a relevant independent professional or other independent third party, such as a witness or police report.

Further reading

More information is available at the following websites:

☐ Schools website

<https://tullyshs.eq.edu.au/Curriculum/Seniorsecondary/Pages/Seniorsecondary.aspx>

☐ QCAA <https://www.qcaa.qld.edu.au/senior/senior-qce>

☐ QTAC <https://www.qtac.edu.au>

What support mechanisms are in place for students

The New Senior Curriculum



TULLY STATE HIGH SCHOOL
Senior Schooling



Support provided by the school

- Frequently informing students at Year Level Parades
- Term Assessment Calendars
- Student Services Team
- Year Level Coordinators
- Heads of Department
- Guidance Officer
- Deputy Principal

Monitoring provided by the school

- Tracking students
 - Attendance
 - Assessment completion
 - Academic progress
- Conversations with parents/carers and students
- Report Cards

Strategies to assist students in the Senior

- A comprehensive Junior Schooling curriculum
- SET Planning in Year 10
- Subject changes to suit student pathways
- eLearning – offering subjects not available at Tully SHS
- Work Experience programs
- Vocational Pathways – VET
- School Based Apprenticeships & Traineeships

How can we ensure success for our children

